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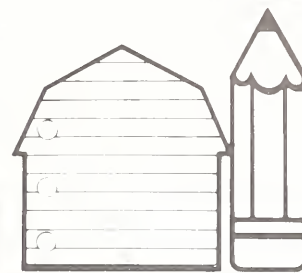


# Ag in the Classroom

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# Notes

United States  
Department of  
Agriculture



A bi-monthly newsletter for the Agriculture in the Classroom Program. Sponsored by the U.S. Dept. of Agriculture to help students understand the important role of agriculture in the United States economy. For information, contact: Shirley Traxler, Director, Room 317-A, Administration Bldg., USDA, Washington, D.C. 20250-2200. 202/447-5727

FEB/MAR 1991

Vol. 7, No. 2

## Lottery Money Makes Florida AITC a Winner

State-sponsored lotteries are often promoted as a way to improve education. The Florida Ag in the Classroom program has seen that promise become a reality, with state lottery funds supporting the development of a twelve-unit set of curriculum materials for middle school teachers.

Developed by the Florida Institute of Food and Agricultural Sciences, the units help teachers in science, math, and social studies enhance their instruction with agricultural concepts and activities. All twelve units in the curriculum are keyed to Florida's State Board of Education Curriculum Frameworks. "Teachers are overburdened with curriculum mandates," says John McNeely, state contact for AITC in Florida. "If materials don't help them do what they're already required to do, teachers simply won't use them."

The curriculum guides have been distributed to all 400 middle schools in the state, as well as each of 67 county extension offices and all six regional environmental education offices. "The response from teachers has been tremendous," McNeely reports. "They are already asking us to develop additional units, especially in environmental science, a subject which receives special emphasis at the middle school level."

To further increase teachers' understanding of the new materials, FAITC plans a teacher inservice workshop this July at the University of Florida. "We're planning to take the workshop on the road with a series of regional workshops so teachers don't have to commute across the state," McNeely

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## Food For America: New FFA Materials

Ask elementary students about agriculture and they'll probably conjure up images of something like "Old McDonald's Farm." Newly revised materials for the Food For America program sponsored by the National FFA Organization, help elementary school students learn more about agriculture today.

The materials include:

- A Presenter's Guide, which offers step-by-step information on making presentations about agriculture to elementary students
- Teacher's Guide copy master for elementary teachers

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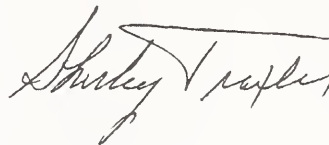
*This activity, called "The Exploding Cheeseburger," is one of the activities in the new FFA "Food for America" materials*

## From the Director--National Conference Information

*The Ag in the Classroom National Conference will be at the Ramada Renaissance Techworld Hotel June 8-11, 1991. The conference hotel is at 999 9th Street NW, Washington, D.C. 20001-9000. The telephone number is 202/898-9000. When you make your hotel reservations, mention Ag in the Classroom to get the conference rate. The rates are as follows: single occupancy, \$97.00; double occupancy, \$130.00; each additional adult, \$25.00. This includes*

*District and room occupancy taxes. On pages 6 and 7 of this issue you will find a conference registration and optional tour registration form.*

Yours Truly,



Shirley Traxler

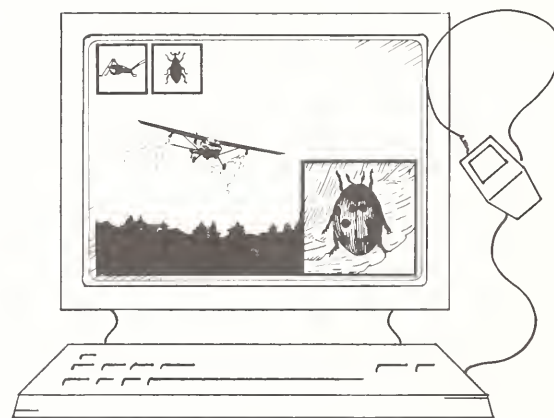


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### Lottery Money Makes Florida AITC a Winner

says. Florida's teachers of the year will probably be asked to provide some of the training at those regional workshops. "Teachers learn better from teachers than anyone else. They always offer the practical approach to using these materials in the classroom," he points out.

Florida's Commissioner of Agriculture is a strong supporter of the Ag in the Classroom Program. "It is important that our children understand where food comes from and what precautions are taken by growers and the Department of Agriculture and Consumer Services to assure its wholesomeness and safety," he notes. "They must also have a first-hand appreciation for agriculture's impact on Florida's and the nation's economy and the diversity of agriculture-related careers that are available to them."



*This simulation game shows Florida's middle school science students the various factors farmers consider when applying pesticide to their crops.*



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### Food For America: New FFA Materials

- Teacher's instructions and worksheet copy masters for students in grades 1-3 and 4-6
- A promotional brochure copy master
- Recognition certificate copy masters

The materials are designed to be used in one of three ways. Typically, they will accompany a presentation by an FFA member. But they could also be used by another organization making classroom visits. "The material discusses agriculture, not FFA," notes Bill Stagg, director of information for National FFA. "Even the certificates that students receive can include the name of another sponsoring organization.

Stagg says that the organization also wants the materials to be used without an accompanying visit. "Teachers should be able to receive these materials and incorporate them into their regular classroom activities without any outside help," he says. "Or they could use the materials

and then contact an agriculture-related organization to arrange for a classroom visit."

Becky Koch, former Kansas state contact for AITC, helped develop the materials. The Teacher's Guide includes a listing of all state contacts for Ag in the Classroom.

For information on ordering Food For America, contact the Information Department, National FFA, 5632 Mt. Vernon Memorial Highway, P.O. Box 15160, Alexandria, VA 22309-0160.



# Spotlight

## **“Teacher of the Year” Gives High Marks to Ag in the Classroom**

Angie Williams, a 6th grade teacher at Florida's Wakulla Middle School, was named Wakulla County's Teacher of the Year in 1990. She's found that Florida's Ag in the Classroom materials are also worthy of recognition.

As a member of an interdisciplinary team, Williams is responsible for teaching a variety of subjects—science, mathematics, reading, and social studies. When the district's curriculum coordinator first showed Williams the AITC middle school curriculum, it couldn't have come at a better time.

“We were just about to teach a unit on Florida Studies,” she says. “We had decided to plan a week-long interdisciplinary unit on Florida in the Future. The Ag in the Classroom activities supplemented our textbooks and allowed us to enrich our offerings to students.”

For example, the curriculum guide included an activity that introduced students to the agricultural products that come from Florida. Adapting an activity found in the guide, Williams made a large wall map of Florida and then asked her students to place the appropriate Florida crops in the areas where they are most likely to be found. “They learned Florida geography while they were learning about agriculture,” Williams says.

In science, students used the AITC unit on plant reproduction, with special emphasis on the plants that are important Florida products. The AITC graphing activity tied in perfectly with a math objective.

Although Williams and the other members of her team have now completed their Florida Studies unit, they are finding other ways to use the AITC materials. “For example, the unit on trees of the world will fit in with our study of world geography,” she says. In addition, her team's success with the agricultural materials has encouraged other teachers to try the activities with their own classes.

Williams says that the lessons on agriculture have helped change her students' perceptions of agriculture. “Many students here don't realize how important agriculture is locally and nationally,” she says. “Their images of agriculture need to be changed so they understand that there's a lot more to agriculture today than just riding on a tractor. Students need to recognize the growing importance

of aquaculture and horticulture in our area, for example.”

Williams says her students have enjoyed the AITC activities. “So many of the activities are hands-on. And even those that aren't are what I call ‘minds-on’—actively involving students in their

*Angie Williams' middle school students learn about agriculture in math, science, and social studies.*



## Learning About Agriculture in America's Dairyland

Wisconsin's license plates read "America's Dairyland," but a growing number of Wisconsin students have no first-hand knowledge about their state's most important industry. That's something the Wisconsin Ag in the Classroom program is trying to combat through a series of farm tours, curriculum materials, and teacher workshops.

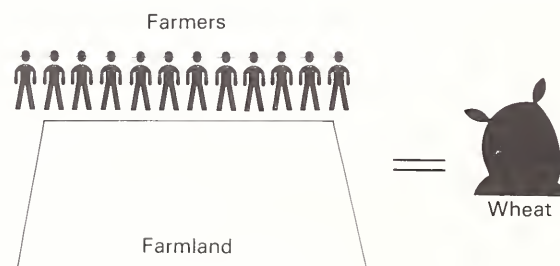
To increase students' first-hand knowledge about agriculture, each County Farm Bureau has appointed a teacher liaison. Whether teachers want to schedule a farm visit for their students or find a farmer who will visit their classroom, the Farm Bureau liaison will help.

In Dodge County, the farm visits involve as many as 2,000 Milwaukee fourth graders. Each year, a different Dodge County farm is selected as the host for a day-long agricultural learning experience. "Buses roll in every half hour," says Dennis Sabel state contact for AITC in Wisconsin, "and students move through a series of exhibits illustrating various aspects of Wisconsin agriculture." For many students, the day provides their first real opportunity to see a cow or to think about the relationship between a bee and the honey they enjoy on their breakfast toast.

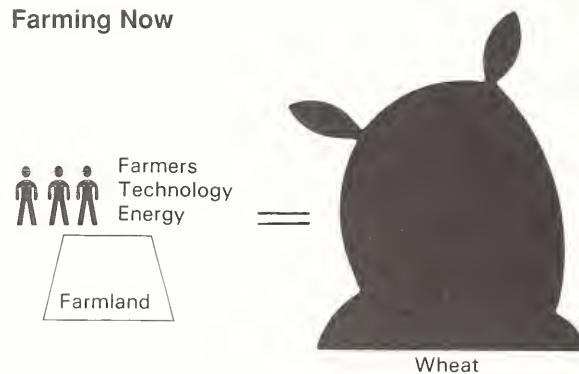
Wisconsin's AITC program has also developed a series of curriculum units for upper elementary grades. The state curriculum requires a unit on Wisconsin industry. Yet despite the importance of agriculture in the state, "We found most textbooks do a very poor job of illustrating agriculture and the many different facets of agribusiness," Sabel observes. "Our activities are designed to provide teachers with accurate, user-friendly lesson plans." The curriculum kits include step-by-step lesson plans, student handouts, and masters for overheads. "Everything teachers need is at their fingertips," he says. The curriculum guides have been approved by the state Department of Public Instruction.

This summer, 60 teachers will take part in the first teacher education workshop at the University of Wisconsin-River Falls. The week-long course will include visits to nearby farms, a visit to the Twin Cities to see agriculture-related businesses, and several on-campus days focusing on curriculum development. "We hope to use those units to expand our offerings to teachers," Sabel says.

### Farming in the Past



### Farming Now



*This chart helps Wisconsin students learn about the technological changes in agriculture.*



## Youth Science Day at USDA

For Youth Science Day, USDA scientists made science real and exciting for more than 300 Washington, D.C. area students. This USDA Patio event was part of a Washington-area program coordinated by the American Association for the Advancement of Science as part of the activities surrounding their annual meeting.

Students had a chance to analyze soil samples, look through an electron microscope and do tests on meat samples. Taught and assisted by Prince William County 4-H teen leaders, students also did

three experiments illustrating basic scientific principles. USDA agencies participating in Public Science Day were the Food Safety and Inspection Service, Soil Conservation Service, Extension Service, and Animal and Plant Health Inspection Service.



## Schools, Businesses Adopt Principles for Corporate Involvement

In November, representatives from most national education organizations, some state departments of education, and representatives from both public interest groups and business met to develop a set of National Principles for Corporate Involvement in Schools. State AITC organizations that are, for example, developing curricular materials in conjunction with industry groups should be aware of these principles. Although they are advisory and represent national organizations, they may be used as models by states and districts. The principles are reprinted here:

### National Principles for Corporate Involvement in the Schools

School-business relationships based on sound principles can contribute to high quality education. However, compulsory attendance confers on educators an obligation to protect the welfare of their students and the integrity of the learning environment. Therefore, when working together schools and businesses must ensure that educational values are not distorted in the process. Positive school-business relationships should be ethical and structured in accordance with all eight of the following principles:

1. Corporate involvement shall not require students to observe, listen to or read commercial advertising.
2. Selling or providing access to a captive audience in the classroom for commercial purposes is exploitation and a violation of the public trust.
3. Since school property and time are publicly funded, selling or providing free access to advertising on school property outside the classroom involves ethical and legal issues that must be addressed.
4. Corporate involvement must support the goals and objectives of the schools. Curriculum and instruction are within the purview of educators.
5. Programs of corporate involvement must be structured to meet an identified education need, not a commercial motive, and must be evaluated for educational effectiveness by the school/district on an ongoing basis.
6. Schools and educators should hold sponsored and donated materials to the same standards used for the selection and purchase of curriculum materials.
7. Corporate involvement programs should not limit the discretion of schools and teachers in the use of sponsored materials.
8. Sponsor recognition and corporate logos should be for identification rather than commercial purposes.

## Agenda

Ag in the Classroom National Conference  
June 8-11, 1991

Education and Agriculture-A Growing Partnership

### Saturday, June 8.....

Noon <i>Ballroom</i>	Start exhibit setup
2:00 p.m.	Tours
Evening - Free	View Exhibits

### Sunday, June 9.....

1:30 - 3:30 p.m. <i>Auditorium</i>	State Contacts
3:30 - 4:30 p.m.	Regional Meetings
4:30 - 5:30 p.m.	First Timers
6:00 - 7:30 p.m.	Reception/view displays

### Monday, June 10.....

7:30 - 8:30 a.m. <i>Ballroom</i>	Continental Breakfast
8:30 - 8:45 a.m.	Welcome & Instructions
8:45 a.m. - noon <i>Auditorium</i>	Education - The Achievements/The Challenge  The 6 National Education Goals New Technologies in Education Changes/Challenges at Local Level
Noon - 12:15 a.m.	Discussion break
12:15 a.m.-1:15 p.m. <i>Ballroom</i>	Lunch-Anniversary Celebration
1:15 - 1:30 p.m.	break
1:30 - 2:45 p.m. <i>Ballroom</i>	Issues Overview-Understanding Issues
2:45 - 3:00 p.m.	break
3:00 - 5:00 p.m. <i>Ballroom</i>	Roundtable Discussion-New Allies How to deal with issues
6:00 - 7:30 p.m.	Reception
8:00 - 9:00 p.m.	Concert at Capitol

### Tuesday, June 11.....

7:30 - 8:30 a.m. <i>Ballroom</i>	Continental Breakfast
8:30 - 11:00 a.m. <i>Ballroom</i>	Consulting Clinic (Round Tables)
11:00 - 11:45 a.m. <i>Ballroom</i>	Agriculture-The Achievements/ The Challenge



## Registration Form Ag in the Classroom National Conference

**By May 1,**  
**Complete and return form, with full registration payment**

to:  
Heritage Conference Service  
285 L'Enfant Plaza  
Washington, D.C. 20024  
Attn: Beatina Coe  
(make checks payable to Heritage Conference Service)

For further information, call  
202/447-5727

or write:  
Ag in the Classroom, USDA,  
Room 317-A, Washington,  
D.C. 20250

**Registration Fee: \$85.00 (includes: 2 breakfasts, 1 lunch; 2 receptions; bus transfers to Capitol)**

Name.....

Address.....Telephone ( ).....

City.....State.....Zip.....

**Make your own room reservations at the Ramada Renaissance and be sure to mention Ag in the Classroom to get the conference rate.**  
**(See From the Director, page 2)**

If you will be bringing an exhibit, please check here.....

Registration for Dolly Madison Tours : (See Separate Form below).....

### Ag in the Classroom National Conference Optional Tours-June 8, 1991-Registration

#1	<b>Where Washington Walked</b>	<b>Price: \$25.00</b>
2:00 p.m.	Meet Betsy Ross tour guide in lobby of Ramada Hotel Depart via motorcoach for sightseeing to include: Mount Vernon Arlington Cemetery Vietnam Veterans Memorial	
7:30 p.m.	Return to hotel	
#2	<b>Where Washington walked/monuments by moonlight</b>	<b>Price: \$45.00</b>
2:00 p.m.	Meet Betsy Ross tour guide in lobby of Ramada Hotel Depart via motorcoach for sightseeing to include: Mount Vernon Arlington Cemetery	
7:00 p.m.	Dinner at local restaurant (cost included) Depart for illuminated night tour of monuments Lincoln Memorial Vietnam Veterans Memorial Einstein Statue Kennedy Center Watergate Complex Jefferson Monument Iwo Jima Marine Corps Memorial Washington Monument (drive-by)	
10:00 p.m.	Return to hotel	

#### Tour interested?

1	Where Washington walked	Yes ___ No ___
2	Where Washington walked/monuments by moonlight	Yes ___ No ___

If you want to participate in one of the tours, return this registration by May 1, with your check made out to:

Heritage Conference Service  
285 L'Enfant Plaza  
Washington, D.C. 20024  
Attn: Beatina Coe

The individuals listed here are key reference persons in each state. If you have any questions, want to make reports, or need more information about your state's Ag in the Classroom program, contact the following:

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Ms. Jane Alice Lee  
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Montgomery, AL 36117  
205-272-2611

Ms. Brenda Summerlin  
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PO Box 3336  
Montgomery, AL 36193  
205-261-5872

**Alaska**

Mr. Ted Berry  
Mat-Su College  
University of Alaska  
PO Box 2889  
Palmer, AK 99645  
907-745-9752

**Arizona**

Ms. Sue Cafferty  
4341 E Broadway  
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602-255-4456

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Arizona Farm Bureau Federation  
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Vacant

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## Ag in the Classroom Notes

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